



## Grade 10 Sample Lesson Plan: DUI, Oh My!

### SOLs

Analyze the deadly consequences of binge drinking.

Evaluate the value of exercising self-control.

Research trends in teen use/abuse of alcohol, tobacco, and other drugs and their impact on community.

### Objectives/Goals

- Students will analyze the personal, social, financial and legal consequences of drinking and driving

### Materials

- [DUI Activity](#)
- [DUI rubric](#)

### Procedure

- After teaching students about blood alcohol content, have students write a newspaper article about their own "DUI" arrest
- Tell that they are going to be an 18 year-old senior for this because their name will appear in the paper.
- They are going to write the article in the 3rd person and simply act as a journalist for the local paper
- They should read some newspaper articles to get the feel of the writing style.
- Once the article is done, they must write a one page reflection in the 1st person on how this arrest is going to affect them currently and in the future.
- If you would like to add on to this, the following day, the teacher could set their classroom up as a courtroom and have all of the "defendants" stand trial for their DUI and be sentenced with fines and punishment.

### References

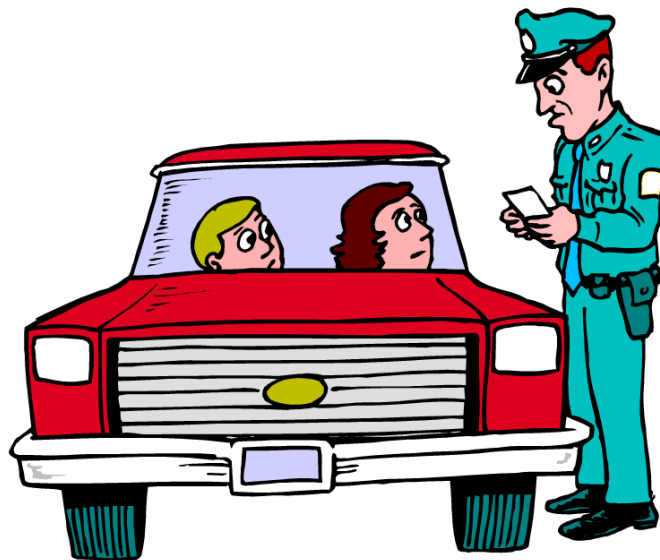
- Melanie Lynch, M.Ed. North Allegheny School District.

### Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

# DUI, OH MY

1. You are going to type up the news report that will be published in the local paper of your DUI. Make sure to include all of the facts of the incident, including your BAC.
2. Was anyone hurt in the accident?
3. When will you go to trial?
4. Get a quote from the arresting officer about what happened.
5. Newspaper story must be at least one full page and the reflection must be at least one page
6. Now write a reflection of how this incident and article would affect you today as you read it and in the future. You must include at least three researched facts about a DUI arrest in your reflection.
7. Also include strategies that you could have used to prevent this incident from happening in the first place.



<b>Category</b>	<b>A (4 points)</b>	<b>B (3 points)</b>	<b>C (2 points)</b>	<b>D (1 point)</b>
<b>Criteria</b>	Clearly & effectively responds to assignment.	Response to assignment generally adequate & thorough.	Minimally responds to the assignment.	Does not respond well to assignment.
<b>Content</b>	Students demonstrated that they fully understood the BAC content.	Students demonstrated that they knew the BAC content.	Students demonstrated that they somewhat knew the BAC content.	There was little evidence that the students knew the BAC content.
<b>Style</b>	Few, if any, minor errors in sentence construction, usage, grammar, or mechanics.	There may be a few minor or major errors in sentence construction, usage, grammar, or mechanics.	There are some common errors (major and minor) in sentence construction and mechanics but the writer generally demonstrates a correct sense of syntax.	There are numerous minor errors and some major errors. Sentence construction is below mastery and may display a pattern of errors in usage and mechanics.
<b>Reflection</b>	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	The reflection explains the student's thinking about his/her own learning processes.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process.	The reflection does not address the student's thinking and/or learning.
<b>Strategies</b>	The reflection explains prevention strategies in a well-thought out manner	The reflection explains prevention strategies.	The reflection attempts to explain prevention strategies, but they are not fully developed.	The reflection does not address prevention strategies.